**K-5 Math Lesson Plan**

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| **Teacher: Cobb, Engler, Hagen, Ketner, Koch, Ramos** | | | **Grade Level: Kindergarten** | | | **Date(s)**: **August 29th, 2012** |
| **Unit Title: Unit 1- Count Numbers 0-30** | | | | **Corresponding Unit Task: Students should be able to rote count from 0-10.** | | |
| **Essential Question(s): What does a number represent?**  **Why do we use numerals?**  **How are numbers arranged?**  **What are some ways we can find out how many objects are in a group?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  Number chart 1-30 | | **Student:**  Worksheet  Math Stations  Classroom Manipulatives | | | **Count**  **Three** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  *Power Standards:*  **K.CC.2** Count forward beginning from a given number within the known sequence (instead of having to begin at 1).  **K.CC.3** Write number from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).  *Supporting Standards:*  **K.CC.1** Count to 100 by ones and tens. | | | | | |
| **I Can Statement(s):** I can recognize and count 3. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  I can count my stomps. Watch me count my stomps. (Teacher models aloud.) Can you count your stomps? I bet you can. Let's try it together! (Teacher leads class in doing stomps and rote counting 1-30.) | | | | | |
| **Teacher Directed:** Teacher will introduce number 3. She will use the wipe board to write it. What do you know that has 3? (tricycles have three wheels, triangles have three sides) Show me three fingers. Does anybody have a brother or sister who is 3 years old? | | | | | |
| **Guided Practice:** Teacher leads students in completing number 3 worksheet. Students will first practice air writing numbers. Teacher will model writing 3 using proper number formation. Students will then practice writing 3 using the lines provided. Teacher will circulate through the classroom and assist students as necessary. | | | | | |
| **Independent Practice:** Students will rotate through Math Stations that reinforce concepts and skills associated with standards K.CC.1, K.CC.2 and K.CC.3. The Math Stations used will be as follows: Number Puzzles, Play-Doh Mats, Learning Links, Computer Games (Orchard), Wipe Boards, Sand/Bean Table, Number Match, Shape Mats. | | | | | |
| **Closing/Summarizing Strategy:** Students will return to carpet to review concepts taught, modeled, guided and independently practiced by students during 90-minute math instructional block. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Use higher numbers as target numbers. * Discuss/write/draw an occasion when you could “count on”. * Teacher leads students in extended counting past 30. | | | * Use smaller numbers as target numbers. * Use number chart for visual representation. * Use number cards for students to manipulate numbers. * Teacher begins counting for the student to get them started. * Use intervention strategies as appropriate | | | * Model the task as many times as needed. * Break each task up into individual components. * Use smaller target numbers. * Teacher begins counting for the student to get them started.   Use intervention strategies as appropriate |
| **Assessment(s):** Teacher observation of student performance in math stations and student work samples. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |